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ABSTRACT

This paper reports on the development and implementation of a mentoring program to assist beginning teachers that was established in a public school system as part of a statewide effort to improve the induction process for teachers in Minnesota. One of the dominant characteristics of most mentor programs is the appointment of an experienced teacher to assist the new teacher in understanding the culture of the school. This support teacher, designated as a mentor, assumes a variety of responsibilities. The report examines the overall development of the mentorship program, including: (1) rationale, goals and outcomes; (2) development model; (3) selection processes for mentors and mentees; (4) mentor roles and functions; (5) staff development opportunities; (6) advisory bodies and monitoring systems; (7) coalitions; (8) dissemination of findings, techniques and materials; and (9) local evaluation instruments and findings. A bibliography is included and a copy of the program's newsletter and a list of projected future activities are appended. (JD)

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A COLLABORATIVE MENTOR-MENTEE PROGRAM BASED IN THE BLOOMINGTON, MINNESOTA, PUBLIC SCHOOLS

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ABSTRACT

In recent years, based on national reports of the effectiveness of education and the state of the teaching profession, interest has grown in providing formal assistance to persons entering the teaching profession. The transition from student or novice teacher to skilled, experienced teacher is difficult and usually unguided. Beginning teachers have:

(1) been expected to assume the full complement of teaching from the first day;

(2) not always been given organized assistance from their experienced colleagues;

(3) often been isolated from colleagues; and

(4) not shared in collaborative teaching strategies.

To improve the induction of beginning teachers, mentorship programs are being developed. Shared decision-making and participatory management are cornerstones of collaboration.

In developing teacher mentor programs, it is all too easy to focus prematurely on such tasks as designing job descriptions for mentors and other legalistic issues. It is necessary to carefully think about mentoring as a concept and fully explore the mentor-mentee relationships. Developers of programs must decide what these essential components are and develop dispositions that mentors are to exhibit as they carry out the functions and activities.

This paper examines the overall development of the mentorship program, including: rationale, goals and outcomes, development model, selection processes for mentors and mentees, mentor roles and functions, staff development opportunities, advisory bodies and monitoring systems, coalitions, dissemination of findings, techniques and materials, and local evaluation instruments and findings.

INTRODUCTION

Induction to any profession has always been a time of great sensitivity. One of the recent developments to assist beginning teachers has been the mentorship approach.

The State of Minnesota appropriated funds for exemplary mentor/mentee programs, and the Bloomington Public Schools applied for and received a $50,000 grant for the 1988-89 school year. It should be noted that Bloomington was one of eleven sites funded. The goal of the Bloomington proposal is to establish a team-centered mentorship program, and provide professional growth for probationary and career teachers.

One of the dominant characteristics of most mentor programs is the appointment of an experienced teacher to assist the new teacher in understanding the culture of the school (Galvez-Hjornevik, 1986). This support teacher is then designated as a mentor teacher and assumes a variety of responsibilities.

The primary objective of teacher induction programs is to meet the needs of new teachers. These new teachers, known as mentees, have been assigned a mentor who is a veteran classroom teacher with seven or more years of teaching experience. Mentors provide assistance to their mentees in a variety of ways (Odell, Loughlin, & Ferraro, 1986-87). The following job description was developed to facilitate the selection of mentors based on desired responsibilites. (See Appendix A for Staff Development News and Notes delineating the mentorship program.)

ROLE OF MENTORS

Bloomington building mentors will incorporate a variety of strategies and activities to help mentee(s) grow and develop professional competence, attitudes, and behaviors.

The mentor's role will include, but not be limited to:

I. Act as Advocate
   - A. Support and counsel mentee(s), provide perspective when needed.
   - B. Work to establish a relationship with mentee(s) based on mutual trust, respect, support, and collegiality.
   - C. Provide encouragement, moral support, guidance, feedback, and mediation for mentees.

II. Participate in Mentor Orientation and Training
   - A. Agree to participate in orientation to the mentorship program and in training as mentors.
   - B. Develop and enhance teaching and mentoring skills.

III. Provide Information
   - A. Regular contact with mentee(s) to deal with concerns (i.e., supplies and materials, planning, daily problems).

B. Facilitate the professional development of the mentee(s) of appropriate in-service and staff development opportunities.

C. Help mentee(s) understand building and district policies, regulations, procedures, and schedules.

IV. Serve as Demonstration/Resource Teacher

A. Mentors will provide opportunites for mentee(s) to observe the mentor and other teachers teaching.

B. Bring new and alternative materials, methods, and resources to the attention of mentee(s).

C. Acquaint mentee(s) with available district resources and programs.

D. Communicate positive support for programs and policies of the Bloomington Schools and model professionalism.

V. Serve as Coach

A. Observe classroom performance and provide feedback.

B. Model by example.

C. Assist mentee(s) to identify special needs of students, parents and/or self.

VI. Provide Information to the Mentorship Governing Board

A. Participate in the evaluaton of the mentor program.

B. Provide input for future mentor program planning.

C. Maintain a record of mentoring contacts and activities.

The term mentor historically denotes a trusted guide and counselor, and the mentor-mentee relationship, a deep and meaningful association (Galvez-Hjornevik, 1986). It has since been expanded to mean teacher, coach, trainer, developer of talent, positive role model, sponsor, and leader. The mentor is to be supportive of and is to help the mentee with the so-called nuts and bolts (Thies-Sprinthall, 1986).

School systems cannot expect that experienced teachers will be able to provide effective assistance to beginners in a systematic way without appropriate training and assistance. According to Thies-Sprinthall (1986), a careful task analysis of the supervision role indicates that it is much more complex than effective teaching, and competent performers cannot automatically analyze their own performance.

Mentors are teachers first and have been much more than master teachers (Gehrke, 1988). Three stages have been identified in the development of these mutual, comprehensive relationships. Phase one is characterized by idealism and dependency. Phase two is characterized by increasing independence and negotiation of the details of the interaction, while the last phase includes recognition of the fallability and humanness of the

mentor, and a shift in the relationship from a hierarchical one to one of independent equals.

In order to encourage and enhance the relationships and facilitate positive change, some conditions must be met. Individuals must have some choice and extra time to spend together (Gehrke, 1986). To facilitate these and other necessary conditions, Marilyn Lindquist, Clinical Supervison Program Leader and Mentor Site Director, directs the program, recruits and trains consults with the mentor teacher, assigns new teachers to mentors, plans and conducts in-service programs, plans new programs, distributes materials, prepares reports, and reports to the school board. These are consistent with other successful mentorship programs (Locke, 1988).

Clemson (1987) suggests that mentorship is a time-tested strategy for developing competence in the professions, and happens whenever a relationship of mutual trust, support, and benefit exists between a protege and mentor. The intent of the Bloomington Mentor-Mentee Program is to create the climate for this type of a relationship to develop. The Mentor Governing Board is comprised of eight teachers, one building principal and the Director of Personnel.

GOVERNING BOARD

The Mentor Board provides program direction and conducts regularly scheduled meetings during each month at the conclusion of the school day. Board members review the program, plan for upcoming training formats, disseminate information, and address concerns and/or issues relevant to the Mentor-Mentee Program.

BOARD ACTIVITIES

Activities of the Mentor Board have included:

-- Informing and acquainting staff with the program through written communication or by scheduling informational sessions.

-- Becoming familiar with the current resarch on mentor programs throughout the United States.

-- Writing the job description for mentors.

-- Developing an application form for mentors.

-- Establishing criteria for the interview process of mentors.

-- Conducting the interview process for mentors.

-- Matching mentors with mentees.

-- Identifying training needs for mentors and mentees.

-- Providing a reception for mentors and mentees during pre-school workshop.

-- Providing a dinner meeting and an informational program for mentors and mentees.

-- Identifying criteria for selection of new teachers.

APPLICATION/INTERVIEW PROCESS

Application/interview process included:

-- Reviewing applications

-- Reviewing the references - one from an administrator and one from a colleague

-- Assessing video-tape of mentor applicants' classroom instruction or teaching a "live" lesson to the interview committee

-- Interview process included a series of questions which were written by the committee and were asked of all applicants

-- Recommendations of mentors

TRAINING SESSIONS

Training sessions conducted thus far include:

Mentors

-- Background on mentor programs

-- Job description

-- Role and responsibilites of mentor

-- Needs of mentees

-- Suggested activities for August-June for mentors and mentees

-- Classroom observation skills

-- Lesson analysis

-- Coaching/conferencing skills

-- Questioning strategies

-- Communication skills

-- Problem-solving techniques

-- Conflict resolution

Training is ongoing. Needs identified by mentors are addressed in training sessions.

Mentees

-- Elements of Instruction - Four-day training session has been conducted at various times during first semester.

-- An in-service on preparing for the fall parent-teacher conferences.

-- MAKE and TAKE session provided mentees on how to create appropriate materials to supplement, enrich, or reinforce instruction.

Future training opportunities will include sessions on classroom management, planning for and conducting spring parent-

teacher conferences, incorporating community and district resources to enrich instruction and interpretation of test scores.

The Clinical Supervision Trainer provided leadership for mentor and mentee training sessions. The Director of Teacher Education has participated in mentor training. The expertise of mentors has been utilized in the training of mentees.

The Bloomington program has helped 33 new teachers (four of whom are College of St. Thomas graduates) adjust smoothly to their professional role in the schools. Five more new teachers were added January 23, 1989. It is through the formal process within the organization that promotes the career development of the mentee and also benefits the organization and the mentor (Anderson & Shannon, 1988). This must be an ongoing, caring relationship. In order to support the necessary activites for effective mentoring, a monthly list may serve as a guide.

ACTIVITIES AND IDEAS FOR MENTORS WITH MENTEES

AUGUST *MONTHLY CONFERENCES

-- Get acquainted with building

-- Unwritten customs and mores

-- District workshops

-- Begin long and short range goal setting

-- Acquaint with building and district rules and procedures

-- Prepare for initial student contact
*physical set-up of teaching and work stations
*gather materials

-- Familiarization with one or two curriculum guides, i.e., scope and sequence, goals, and objectives

-- Begin developing processes for activities in "Preparing for a Successful Year" checklist

*INFORMAL COMMUNICATION

-- Begin developing a collegial relationship

-- Greet and meet principal and staff
*teachers, custodians, secretaries, para-professionals, cooks, media center, key parents, support services (itinerant staff)

-- Acquaint with attendance area

-- Acquaint with district services
e.g., IMC, reserve teachers, referral procedures

-- Acquaint with sources of outside materials
*free and inexpensive teaching tools/supplies

SEPTEMBER

*MONTHLY CONFERENCES

-- Continue long and short range goal planning

-- Prepare for initial parent contacts
*Kindergarten group conferences with parents and children
*First grade meet the teacher or see the room with parents and students
*K-12 Back-to-School Night/Open House

-- Continue familiarization with curriculum guides

-- Finish development of processes for activities found in "Preparing for a Successful Year" checklist

-- Group formation techniques
e.g., ways or types of data gathering, time line, flexibility

-- Arrange and prepare for reserve teacher

-- Parent communications

*INFORMAL COMMUNICATIONS

-- Room parties, home room, breakfasts, brown bag lunches with speaker...

-- Placement testing

-- Standardized achievement testing

-- Class pictures

-- Student observation and record keeping

*OBSERVATIONS

-- Arrange for mentee to observe YOU teaching with pre- and post-conferences included

OCTOBER

*MONTHLY CONFERENCES

-- Progress reports (mid-quarters)

-- Review parent conferencing
e.g., phone contact/drop-in visits/gathering materials for formal conference periods

-- Classroom management

-- Discipline

-- Instructional task/time management

-- Update on short range goals

-- Annual school special events: Sept. - Dec.

*OBSERVATIONS

-- Schedule observation of mentee with pre- and post-conferences

-- Identify focus for next observation

*INFORMAL DISCUSSIONS

-- Continue to share events and happenings of the day

-- Positive reinforcement and motivation of mentee
e.g., bulletin boards, handwriting, visuals, rapport with students, feedback to students

*PROFESSIONAL DEVELOPMENT

-- Support agencies available

-- In-service booklet - fall classes (staff development)

-- Professional organizations and/or subject area organizations

-- Professional journals

-- Teachers' conventions

NOVEMBER *MONTHLY CONFERENCE

-- District/building workshops

-- Training for parent/teacher conferences
*interpreting test scores, work samples, and markings on report cards
*logistics in scheduling/confirming conferences
*mock conferences (easy and difficult)
*preparation of conference folders and agenda

-- Parent communication

*CONTINUE OBSERVATIONS AND FEEDBACK

*CONTINUE INFORMAL DISCUSSIONS

*COMMUNICATE WITH MENTORSHIP GOVERNING BOARD

DECEMBER *MONTHLY CONFERENCES

-- School holiday traditions

-- District policies regarding holiday events and activities

-- Review short and long range goals

*INFORMAL COMMUNICATION

-- Continue reinforcement and support

-- Classroom management

-- Consider being a "Secret Santa"

*COMMUNICATE WITH MENTORSHIP GOVERNING BOARD

(See Appendix B for projected activities January-June, 1989.)

RESULTS

In January, at the mid-year of the Mentor-Mentee Program, a survey was sent out to all mentors, mentees, and building administrators who were participating in the Mentor-Mentee Program in the Bloomington Schools. The survey consisted of 34 questions for mentors, 34 questions for the mentees, and 20 questions for the administrators. Even though not all buildings had mentors or mentees, all administrators were invited to participate in the program. The questions focused on current research in mentoring, and examined some of the attitudes and values of the individuals involved in the program, and a "5-point, Likert type, scale" was used. As an example, one of the questions asked the mentors, mentees, and administrators if they were aware of the program goals prior to becoming involved in the specifics of the program.

In examining some of the specific responses for individual persons, question regarding clear goals for the Mentor-Mentee Program being established and clearly communicated, received a favorable response, including 100 percent of all the mentors and 76 percent of the mentees. This indicates that all of the mentors and mentees were aware early of these specific goals of the program, and this in turn would facilitate more positive kinds of understanding and interaction on the part of all involved. One of the areas noted in the current research suggests that if the mentors and mentees are not aware of the specific goals of the program, there is more room for more apprehension and misunderstandings (Smith, et al, 1986). A clear articulation of the goals is one of the strengths of the Bloomington Mentor-Mentee Program.

Another set of questions dealing specifically with the mentor/mentee activities, and looking at the amount of helpfulness and productivity as a result of them, indicated that 100 percent of the mentors found the activities to be helpful and productive, and 85 percent of the mentors reported that they had been in fact refining their teaching styles and strategies as a result of being involved in the Mentorship Program. This, coupled with some of the other research, very clearly establishes the fact that not only do the mentees reap rewards from being involved in the program, but also the mentors (Varah, Theune, & Parker, 1986, and Haut, 1986-87). It gives them a chance to re-evaluate what they're doing and, in fact, provides some more specific in-servicing kinds of activities.

The mentees reported a 68 percent agreement with the question of helpfulness and productivity in terms of the mentorship activities, and 52 percent of the respondents reported that they themselves also developed new teaching strategies as a result of having worked with the mentors. Eighty-five percent of the mentors and 68 percent of the mentees said that they had been examining and improving their teacher styles and strategies, and were much more aware of their own teaching behaviors as a result of having been involved in the mentor/mentee experience. If we contend that these kinds of activities, teaching styles, and strategies should have direct and positive effects on the students (Gillett & Halkett, 1988), we can examine a question that was asked of the administrators in which 78 percent of those responding said that the Mentor-Mentee Program was indeed beneficial to the students. Since this is the primary concern of the instructional program, it adds strength to the argument to continue such Mentor-Mentee Programs. Additional support comes from the administrator

responses indicating that over 84 percent believed that the program was beneficial for the mentees, and 100 percent of administrators indicated that the program was beneficial for the mentors. This further substantiates the fact that seasoned veteran teachers are in need of collaboration in in-service training.

An area that is often of concern to teachers is the isolation that can result from being involved in an individual's classroom (Weber, 1987) and not being able to gain social and emotional support from colleagues (Knapp, 1987). Questions in the survey addressed this topic. Sixty-five percent of the mentors responded that they had received additional social and emotional support from their colleagues in the building; seventy-five percent of the mentors indicated that they had received additional social and emotional support from building administrators; and 100 percent of the mentors responded that they had received adequate additional social and emotional supoort from other mentors in the program as a result of the mentor training. Correlated with this is the fact that 92 percent of the mentees responded that they had received additional social and emotional support during their experience. These responses substantiate the fact that the Mentor-Mentee Program does facilitate positive interaction and discussion of topics which may not otherwise occur (Weber, 1987).

During the past few years the school district has in-serviced staff on the Elements of Instruction and related concepts. The survey indicated that 100 percent of the mentors and 80 percent of the mentees believed that they had reviewed and incorporated the Elements of Instruction training, strategies, ideas, and concepts into their teaching.

Classroom management, which is often an area of concern, was addressed and 95 percent of the mentors responsed that they had received adequate training, and over half of all of the mentees who responded indicated that they had received adequate training in classroom management. This topic will continue to be reviewed at future in-services.

In looking at the selection process and the decisions made in selecting mentors, questions were asked of the mentees about their mentors. Ninety-six percent of the mentees responded that their mentors were effective role models, and had demonstrated excellent leadership qualities to them. This indicates another strength of the program was the overall selection process and the matching or pairing of mentors with mentees, which has often been noted to be a problem in other Mentor-Mentee Programs (Thies-Sprinthall, 1986). It's also worthy of note here to specify that because the program is based in one large suburban school district, rather than a consortium of many smaller rural school districts, it is easier to match the individuals and assign the mentor and a mentee in the same building. The amount of satisfaction with the program is further substantiated by the fact that 95 percent of the mentors said they would recommend the program to others, and 85 percent of the mentors said they most definitely would participate again as a mentor, given the opportunity.

One of the areas of concern that has arisen as a result of the survey is the amount of time given to observe other teachers. Although 48 percent of the mentees indicated that their mentor did demonstration teaching for them, which is an extremely important part of the Mentorship Program, 44 percent mentioned that they did not have adequate time to observe other teachers in other classrooms. The amount of release time

for teachers in the district has been a major issue for quite some time. Some of the administrators contend that some of the teachers are spending more time than they would like to see happening outside of the classroom. As noted in the survey, 50 percent of the administrators indicated that they would not feel that more time out of the classroom would be beneficial for the mentors or mentees, and 50 percent indicated that they would not like to have more in-services taking place during school time. In discussing this issue with some of the other Mentor Programs in Minnesota, it appears that the ability to provide in-services for mentors and mentees during the regular school day is more beneficial than providing it in the evenings and/or weekends. One of the other programs in Minnesota, which is a consortium of eight rural school districts, has been providing in-servicing in the evenings and on weekends for their mentors and mentees. They stated that due to factors of time in traveling and other personal commitments, it has been difficult to assure that all of the mentors and mentees attend the "after-hours" training sessions.

In addition to the meetings, in-services, and formal contacts that have been established through the Mentor-Mentee Program, the mentors and mentees were both asked about the number of informal contacts they have with their partner each week. Thirty-five percent of the mentors and 35 percent of the mentees indicated that they had between five and ten informal contacts each week, while 25 percent of the mentors and mentees indicated that they had 15 or more informal contacts with their partner each week. This suggests that even though there is formal, structured training, in-service, and observation time, much more communication is taking place outside of those formally structured periods. It also seems

to indicate a desire for more kinds of activities to be established on a more regular basis.

In summary, the mid-year evaluation indicates some very significant areas of strength and also some areas for growth. To quote an anonymous statement by one of the mentors: "Sharing with a colleague, seeing a new teacher grow and develop, becoming aware of improving my own teaching, and getting to know other mentors has been the most beneficial aspect of my teaching career." To quote an anonymous mentee: "In being a new person, it has provided a good contact person to help with meeting the staff, as a resource, and as a person to bounce ideas off. A Mentor Program gives you a feeling of belonging instead of having to sink or swim by yourself." An anonymous quote from one of the principals: "It's great to have mentee assistance from two sources--the mentor and the administrator." It should be remembered that effective mentoring is not the single answer to providing a positive enrironment for new teachers. Other factors to be concerned with are organizational atmospheres and working conditons. These include the support of veteran teachers of the system, the support of administrators in the system, and effective use of staff development resources.

RECOMMENDATIONS

Based upon the current research and the data collected in this study, the following recommendations are suggested to assist in the development of successful mentorship programs.

1. Establish and communicate clear goals and objectives.
2. Involve representatives from all buildings and groups in the election of mentors.

3. Identify and train mentors early (late summer).
4. Match mentors and mentees by:
    a. subject matter
    b. grade level
    c. building
    d. promimity within building
5. Conduct ongoing, regular in-service workshops during the school day.
6. Secure release time to facilitate a maximum number of observations.
7. Arrange to have the mentee observe other teachers.
8. Have mentors and mentees keep journals and submit weekly activity logs.
9. Sponsor or participate in conferences with other mentor programs.
10. Involve as many faculty members as possible in the in-service programs.

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APPENDIX A

STAFF DEVELOPMENT NEWS AND NOTES

Staff Development Staff Development Staff Development

News &Notes

Vol. 2 No.7 Bloomington Public Schools May 27, 1988

ATTENTION! ATTENTION!

BLOOMINGTON

TEACHER MENTOR

POSITIONS AVAILABLE

INFORMATION AND APPLICATION FORM

INCLUDED IN THIS ISSUE

BLOOMINGTON MENTORSHIP PROGRAM

GOAL

The goal is to establish a team-centered Mentorship Program and provide professional growth for probationary and career teachers. This will enhance learning opportunities for Bloomington students and:

--create an expanded and ongoing training program that includes the improvement of teaching skills, the application and synthesis of professional theory, and continual evaluation analysis.

--provide a consistent, positive training program for mentors and mentees in Bloomington schools in collaboration with colleges and universities.

--provide growth for experienced teachers through alternative career experiences.

--offset the impact of retirements by having successful, well-trained new teachers prepared to meet the needs of future educational designs.

--form a cohesive, knowledgeable teaching force from the influx of probationary teachers.

BLOOMINGTON MENTORSHIP GOVERNING BOARD MEMBERS

Carol Andrus
Marcia Averbook
Orrin Bergan
Mary Borrell
Debra Fincham
Joan Garvin
Marilyn Lindquist
Gene Rucker
Jane Stoufer
Don Wicklund

ROLE OF MENTORS IN THE BLOOMINGTON MENTORSHIP PROGRAM

BLOOMINGTON MENTORS will incorporate a variety of strategies and activities to help mentees grow and develop professional competence, attitudes, and behaviors.

The Mentor's role may include, but not be limited to:

I. Acting as Advocate
   - A. Support and counsel mentee, provide perspective when needed
   - B. Work to establish a relationship with mentee based on mutual trust, respect, support, and collegiality
   - C. Provide encouragement, moral support, guidance, feedback, and mediation for mentees

II. Participating in Orientation and Training
   - A. Agree to participate in training before and during mentoring
   - B. Develop and enhance teaching and mentoring skills

III. Providing Information
   - A. Meet regularly with mentee to deal with day-to-day concerns (i.e. discipline policies, supplies and materials, planning, daily problems)
   - B. Facilitate the professional development of the mentee (inform mentee about appropriate inservice and staff development opportunities)
   - C. Help mentee understand district and school policies, schedules, rules and procedures

IV. Serving as Demonstration/Resource Teacher
   - A. Provides opportunity to learn from experienced teachers
   - B. Bring new materials, methods, and resources to attention of mentee
   - C. Assist mentee with available district resources and programs
   - D. Supports programs and policies of Bloomington Schools

V. Observing classroom performance and providing feedback
   - A. Serve as coach
   - B. Model by example
   - C. Assist mentee by identifying special needs of student and/or self

BLOOMINGTON MENTOR JOB DESCRIPTIONS

Two types of mentor positions will be available for the 1988-89 school year: Mankato State University Partnership Mentor and Bloomington Building Mentor.

MANKATO STATE UNIVERSITY PARTNERSHIP MENTOR

JOB DESCRIPTION

FOR THE 1988-89 SCHOOL YEAR, THE MANKATO STATE UNIVERSITY PARTNERSHIP MENTOR WILL BE A BLOOMINGTON SCHOOL DISTRICT ELEMENTARY CLASSROOM TEACHER.

Definition

Mentor: A career teacher with a minimum of seven (7) years teaching experience who remains as a contractual employee of the Bloomington School District but is released from regularly teaching duties for a period of one school year.

Intern: A certified teacher, enrolled in a C & I Master's Degree Program at Mankato State University (MSU) who replaces the Mentor in his/her classroom for one school year. Stipend will be paid by MSU.

Mentee: Any probationary teacher in the Bloomington Schools.

Laboratory District Teacher Education Center: A teacher education center cooperative composed of 16 school districts and Mankato State University.

Bloomington Mentorship Program Governing Board: A ten-member district board which directs development, implementation, assessment and evaluation of the Mentorship Program.

ROLE/RESPONSIBILITIES OF MSU PARTNERSHIP MENTOR

Successful mentors fulfill five career functions: provide interns and mentees with new opportunities, coach, sponsor, nurture and challenge them.

Successful mentors fulfill four psychological functions: role-making, counseling, befriending, and affirming.

The responsibilities of the Mankato State University Partnership Mentor shall include:

1. Providing the opportunity for mentees and interns to observe the mentor and other teachers teaching.

2. Regularly scheduling support meetings with mentees and interns as well as maintaining informal contact.

3. Maintaining written records of their mentoring experiences to be shared with the Mankato State University program coordinator and Bloomington Mentorship Governing Board.

4. Meeting monthly with other mentors during the school year. A minimum of three days of summer work is required. Tentative dates for required summer training are June 22 and August 1 - 5. A stipend and travel expenses will be provided.

5. Maintaining confidentiality of information shared between mentor, mentees and intern. Evaluation of mentees for personnel decisions will be conducted by the district/building administrative staff.

6. Providing their own vehicle for travel. They will be reimbursed by MSU and/or Bloomington for all mileage required by their assignment for mentoring and for the MSU Laboratory District Teacher Education Center.

7. Serving as a resource person in the Bloomington School District.

8. Teachers selected as mentors will also have responsibility with the Laboratory District Teacher Education Center. These responsibilities will include professional activities in one or more of the educational thrusts of the Center: Writing, Global Education, Mathematics and Science, Curriculum Development, Leadership, Multi-cultural Education, and Applied Research and Assessment. Each person will be part of a team of professionals from the University and the partnership districts to provide leadership in the above listed areas. The Bloomington MSU Partnership Mentor has been designated to focus in the Mathematics and Science areas. Duties may include assisting with such things as curriculum development, inservice, workshops, demonstration teaching, research, and serving as resource persons in University classes.

BLOOMINGTON BUILDING MENTOR

JOB DESCRIPTION

Definition

Mentor: A career teacher with a minimum of seven (7) years teaching experience in the Bloomington School District who remains in their regular teaching assignment.

Mentee: Any probationary teacher in the Bloomington School District.

ROLE/RESPONSIBILITIES OF THE BUILDING MENTOR

1. Mentors will incorporate a variety of strategies and activities to help mentees grow and develop professional competence, attitudes and behaviors as described in the section titled "Role of Bloomington Mentors."

2. Mentors will work on a one-to-one basis with a mentee and on the Bloomington Mentor Teams.

3. Mentors are expected to participate in Mentor Team meetings and training sessions. Release time will be provided for these activities. A stipend of $1,000 will be paid for persons participating as a Bloomington Building Mentor for the school year 1988-89.

4. Orientation and preliminary mentor training sessions will be conducted August 23-25. Mentors will receive hourly pay and/or priority inservice credit for required attendance at the training sessions.

MENTOR SELECTION PROCESS

1. Return completed application forms with letters of recommendation to Joan Garvin, Staff Development Office, BEC, **NO LATER THAN 4:00 P.M., JUNE 8, 1988.**

   Note: Governing Board members have agreed not to write letters of recommendation for applicants as they are reviewing and recommending body.

2. The Bloomington Mentorship Governing Board will review applications and select finalists by June 13, 1988.

3. Interviews of finalists will begin June 15, 1988. As part of the interview process, finalists will be required to present a 10-minute lesson of interest to adult learners or submit a 10-minute video of their classroom instruction for review by the Governing Board.

4. The final recommendation for the Mankato State University Partnership Mentor will be sent to the Assistant Superintendent for decision by June 20, 1988.

   The final recommendation for the Bloomington Building Mentor positions will be sent to the Assistant Superintendent for decision by June 27, 1988.

5. Applicants for the Mankato State University Partnership Mentor position will be notified of the Assistant Superintendent's decision by June 21, 1988.

6. Applicants for the Bloomington Building Mentor positions will be notified of the Assistant Superintendent's decision by June 30, 1988.

APPENDIX B

PROJECTED ACTIVITIES (JANUARY–JUNE)

JANUARY

***MONTHLY CONFERENCES**

- district/building workshops
- school and classroom procedures for ending and beginning a semester
- report cards and grading (secondary) mid-quarter reports (elementary)
- continue familiarization of curriculun guides and resources
- annual school special events, Jan.- June
- review classroom management skills and techniques and student independence skills

***REVIEW THE FIRST SEMESTER'S EXPERIENCES**

- discuss highlights
- evaluate growth experiences
- time management

***INFORMAL COMMUNICATION**

- with the mentee invite the administrator for a 3-way chat, stressing reinforcement and motivation
- events and happenings of the day

***PROFESSIONAL ACTIVITIES**

- inservice booklet-winter courses

***COMMUNICATE WITH MENTORSHIP GOVERNING BOARD**

FEBRUARY

***INFORMAL COMMUNICATION**

- review and discuss district office staff roles, departments and support services
- update short range goals
- familiarize mentee with literature, research readings and professional journals
- review use of audio-visual resources and materials
- review use of community resources e.g. guest speakers, field trips
- update on free and inexpensive materials

***CONTINUE INFORMAL COMMUNICATIONS**

- gather materials and thoughts for spring conferences
- be a "secret pal" on ocassion with a day brightener for your mentee(s)

***COMMUNICATE WITH MENTORSHIP GOVERNING BOARD**

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MARCH

*MONTHLY CONFERRENCES

- review process for parent/teacher conferences
- review process for mid-quarter grading
- update short-range goals
- continue observations and coaching as needed
- review special student centered programs e.g. Special Education, Chapter I, Project Read, EBD, etc.

*INFORMAL COMMUNICATIONS

- continue to take a more indepth look at or review of curriculum areas
- initial discussions concerning end of year culminating activities
- reinforce positive teacher/student interaction
- identify some specific areas of need for the last third of the year
- share a chuckle or a social time .... winter could be getting VERY old!

*BEGIN THE "ROAD TO INDEPENDENCE" FOR YOUR MENTEE

*COMMUNICATE WITH MENTORSHIP GOVERNING BOARD

APRIL

*MONTHLY CONFERENCES
- begin discussing bringing the year to a close
- review short-range goals
- discuss professional opportunities for the summer months
- look at planning/timing to be able to be where you want to be (curriculum wise) by the end of the year

•

*INFORMAL COMMUNICATION
- intermittent daily contact
- Springtime day brightener

*CONTINUE THE "INDEPENDENCE" PROCESS

*COMMUNICATE WITH MENTORSHIP GOVERNING BOARD

MAY

***MONTHLY CONFERENCES**
- procedures for ending the year
  - * final projects
  - * grades and/or checklists
  - * other final student reports/information
- class formation for next year
- scheduling of day and units for coming year with grade or department

***INFORMAL COMMUNICATION**
- periodic contact
- build and reinforce peer relationship
  - * focus on mentee autonomy, self-confidence and self-direction

*COMMUNICATE WITH MENTORSHIP GOVERNING BOARD

JUNE

***MONTHLY CONFERENCES**

- end of year jobs and responsibilities
- complete final grades and reports
- complete year long attendance summary
- complete permanent record files
- sort, organize, evaluate, pack personal teaching materials - decide on storage
- review of year's events including long-range goal review

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